
THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued Monthly (except July and August) by The Gregg Publishing Company,
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....80 Boylston St., Boston, Mass.
CHICAGO OFFICE.....623 South Wabash Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year. Ten Cents, the copy.

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Vol. VI

MARCH, 1926

No. 7

Psychological Factors in the Teaching of Shorthand

Another Angle to the Discussion of Psychology as Applied to Shorthand Teaching

By Paul S. Lomax

New York University

THE shorthand teacher must first know how the pupil learns shorthand if the teacher would know how to teach shorthand. The methodology of shorthand must be determined by the learning processes of the pupil. The point of departure is the pupil's original nature. Consequently, the shorthand teacher must seek to know the answers to four fundamental questions.

1. What is the shorthand pupil's original nature, apart from education?
2. What are the desirable changes in the pupil's original nature which the shorthand teacher should seek to accomplish in order to insure the pupil's success as a stenographer?
3. What are the laws of learning which control the making of these desirable changes in the pupil's original nature?
4. What are the teaching procedures in shorthand which best conform with the pupil's original nature and the laws of learning?

The answers to these questions, in part, must be sought by the shorthand teacher in the field of Educational Psychology, which provides us, as Thorndike has expressed it, with a "knowledge of the original nature of man and with the laws of modifiability or learning in the case of intellect, character, and skill." The shorthand teacher, in turn, must weigh the psychological answers in the field of Educational Sociology to determine the social values and effects of what the pupil learns in shorthand as applied in his office work as stenographer or secretary. Business is a social enterprise, and in the development of that enterprise the widespread use of shorthand has an important social significance.

The desirable changes in the pupil's original nature are expressed in the aims of shorthand teaching. Such aims must be

broadly conceived in terms of the major objectives of secondary education and of business as a social enterprise. The shorthand teacher must vision in a very practicable way the outcomes of what the pupil learns with reference to the educational and business utilities of shorthand learning. When an analysis of shorthand aims is made on this basis, shorthand teaching is at once placed on a much more sound and significant educational plane than is generally the case in our textbooks, and city and state courses of study.

If the shorthand teacher would best realize the aims of his instruction in the learning of his pupils, it seems at once obvious that he must know and observe the laws of learning which apply in the pupil's most effective and economical acquirement of shorthand knowledge, skills, ideals, attitudes, and appreciations. The shorthand teacher must know these laws and observe them in his teaching. In the best learning interests of his pupils he cannot professionally afford to plead ignorance. It is these laws which test the

soundness of his teaching methods. Methods of teaching shorthand are at best the psychology of shorthand, or the ways that pupils most economically, certainly and permanently learn shorthand.

Now the learning situations which the shorthand teacher sets up in the classroom for his pupils must be situations which are typical of those that are faced by stenographers in their business use of shorthand. That is, pupils, as far as practicable, should learn their shorthand as that shorthand will be dictated, transcribed and judged acceptable under standard office working conditions.

To put this rule of "precise practice" into effect to guarantee best shorthand learning results will challenge the original effort and resourcefulness of the shorthand teacher. The shorthand manuals and supplementary textbooks, however, will undoubtedly soon be made to harmonize with the best psychological organization of teaching material, and best teaching procedures be made to conform with the pupil's original nature and the laws of learning.

Save These Dates

April 1-3 for E. C. T. A. at New York City
(See page 231 for program)

May 6-8 C. C. T. A. at Des Moines

THE Central Commercial Teachers' Association will hold its thirteenth annual meeting at the Fort Des Moines Hotel, Des Moines, Iowa, May 6, 7, 8. Plans are in progress for a program in keeping with the standards of the Association—a program that meets the needs of private school managers, commercial teachers, whether in public or private schools, and all who are imbued with the spirit of commercial education. The Central Commercial Teachers' Association has definitely proven itself more than a mere clearing house for ideas; it carries those ideas to a successful culmination.

Every teacher of commercial subjects coming within the province of the Association will want to reserve the May dates. There will be not only a program of excellence, but, with Des Moines as a host, the social and entertainment features cannot be surpassed. The three days at Des Moines will afford a landmark which will constantly grow in significance in the new school year to follow. To make sure that you have your program in advance, your request should be addressed to the secretary, Mr. G. W. Puffer, Fountain City Business College, Fond du Lac, Wisconsin.

To "Pep Up" Your Class

Try the Gregg Writer Cross-Word Puzzles

A 64-page book of these puzzles can now be supplied at 25 cents.

Convention of the

*Missouri State Teachers' Association**Held at St. Louis, November 14, 1925**Report by A. C. Serfling*

OFFICERS OF 1925

CHAIRMAN: P. O. Selby, Kirksville
Teachers College, Kirksville, Mis-
souri

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Missouri

VICE-CHAIRMAN: J. D. Delp, State
Teachers' College, Springfield, Mis-
souri

SECRETARY: Mary R. Grubb, Central
High School, Kansas City, Missouri

IN his usual masterly manner, Prof. E. F. Killam, Supervisor of Commercial Education, St. Louis, got down to rock-bottom facts in dealing with the subject "The Function of a Commercial Supervisor." The main functions of the position are to spread a genial atmosphere, to help the teachers, to establish cordial relations with them, to make and to accept suggestions for the betterment of teachers and the teaching profession. He should be consulted in the appointment of teachers so that the maximum coöperation can be obtained. It is his duty to keep in close touch with the business world and to assure himself that the commercial departments are giving the instruction that is of the greatest benefit to the students, and to the community.

Mr. Earl Barnhart, Chief of the Federal Board for Vocational Education, Washington, D. C., gave as his opinion that it was necessary first to know the real "Objectives in Commercial Education" and then to carry out the work in such a way as to lead toward them.

*Coöperation Keynote of Thomas' Speech
Also*

There should be coöperation between the private school and the public school was the dictum of Mr. W. W. Thomas, president of the Springfield Business College and former superintendent of City Schools at Springfield, in discussing the Relation of the Private Business School to the Public Schools. There was room for both and by coöperation both would prosper.

*State Contests and What They
Accomplish*

It was a pleasure to listen to Miss Minnie B. James, of State Teachers College, Maryville, give her analysis of the "Shorthand and

Typewriting Contests." She took as her basis the 1924 results issued by The Gregg Publishing Company. The report showed a growth in the number of typewriting contestants during the past ten years of about 40%. The growth in the number of shorthand contestants was not so large. Perhaps this is due to the fact that the study of shorthand requires a greater expenditure of effort and time to reach proficiency than is the case with learning to operate a typewriter. Typewriting appeals as a potential asset to practically all who are interested in any form of business career, but the same idea is not yet appreciated by students of the study of shorthand.

*Standardization Urged in Shorthand
Contests*

Standardization of typewriting tests was given as a reason for their popularity and a plea was made for a more uniform shorthand test and computation of grading. The speaker suggested that a committee by research and study should be able to formulate regulations for a state shorthand contest upon a scientific basis that would be fair to all; and she also suggested that Missouri inaugurate state shorthand contests as it had organized and operated typewriting contests.

"The progressive, alert teacher will welcome the contest as a means of testing himself," Miss James concluded. "Failures will cause him to look to his methods or lack of them and improve his teaching so as to secure better results. Contests give a tangible goal; they arouse interest and constitute an incentive for concentrated effort."

"The Teaching of Business Law"

Professor J. D. Delp, State Teachers College, Springfield, outlined the course of Busi-

ness Law given at the college and drew attention to the study as an essential one for all those who contemplate entering the profession of commerce.

The Hon. Harry B. Hawes, Member of

Congress from Missouri, gave a comprehensive and complete address upon the "Transportation Problem" as it affects this country, giving the meeting a most interesting climax. It was an unusually good meeting all agreed!

A Few Words about The New York State Shorthand Reporters' Golden Jubilee

and the Bottome Cup Contest, in which Mr. Dupraw Again Wins the Trophy

By A. Alan Bowle

THE shorthand reporters of New York State met at their annual get-together at the Hotel Pennsylvania, New York, on Monday and Tuesday, December 28 and 29, 1925. It was a most profitable and enjoyable two days for renewing old acquaintances, making new friends, discussing the various problems that confront them and planning for the future development and growth of the profession. The program, appropriately dressed in gold, announced the fact that this was the Golden Jubilee Convention.

The outstanding features were a full treasury, thanks to the efficient secretary-treasurer, Mr. Kestenbaum; a firmer recognition of the profession by members of the bench, as exemplified by the addresses of the Hon. Harry E. Lewis, Justice, Supreme Court, Kings County, and by Hon. Alfred J. Talley, Judge of the Court of General Sessions, in and for the County of New York; a friendly, congenial spirit of comradeship to all and sundry; a theatre party at the Hippodrome; a banquet par excellence; and a thrilling shorthand contest.

The papers read and the general talks given were of keen interest, too, getting down to discussion of business facts, thrashing out knotty problems and arriving at conclusions which will have far-reaching effect in the profession.

Touching tribute was paid to those of the Association who had passed away during the year, the venerable Lafayette Temple; the

ever kindly, unselfish David H. O'Keefe. A minute's silence was observed from the buzz of the convention to mark the sincere regard in which these men were held.

A Shorthand Clinic under the direction of Messrs. John J. Healy and Charles L. Swem, ably supported by other members, gave to the association a share of technical points. And all pencils and pens were busily engaged making notes of the short-cuts and special phrases suggested by the speakers.

The Contest

As is usually the case where competitions are engaged in, great interest was aroused by the shorthand contest. The pick of the profession was at the various tables and gave assurance that they were there to do their best in an endeavor to wrest from young Dupraw the silver trophy which he had held for the past year.

Dictations were given at 220 words a minute on jury charge and 280 words a minute on testimony. Once again youth prevailed. Dupraw won by a neck! It was a close race, but in the 220 words-a-minute class this young man showed himself supreme. Once again he startled the profession by turning in a transcript with but one error! The official results are:

Place	Contestant	Errors		Percentage Accuracy
		220	280	
1.	Martin J. Dupraw.....	1	31	98.89
2.	Solomon Powsner.....	5	30	98.70
3.	Nathan Behrin.....	6	35	98.47
4.	Charles L. Swem.....	4	54	97.89

Program of the Coming Convention of the

Eastern Commercial Teachers' Association

Hotel Pennsylvania, New York City

April 1-3, 1926

Thursday Morning

Registration—Convention Headquarters.....9:30 O'CLOCK
 Visit the New York Stock Exchange.....10:00 O'CLOCK
 Personally planned and conducted through the courtesy of the personnel department of the Exchange

Thursday Afternoon

GENERAL SESSION.....2:00 O'CLOCK
 Address of Welcome, by New York Superintendent of Schools O'Shea
 Response to the Address of Welcome, by Irwin L. Lindabury, Burdett College, Boston
 Annual Address, "Present Tendencies in Commercial Education," by J. Hugh Jackson, Professor
 of Accounting, Graduate School of Business Administration, Harvard University
 President's Address, by Frank A. Tibbetts, Principal, Dickinson High School, Jersey City
 Announcements

Thursday Evening

RECEPTION6:30 O'CLOCK
 BANQUET—Ball Room, Hotel Pennsylvania.....7:00 O'CLOCK
 Toastmaster, J. E. Fuller, Goldey College, Wilmington, Delaware
 Address, "Setting Free the Creative Spirit," by Professor Hughes Mearns, School of Education,
 New York University
 Dancing.....10:00 to 1:00 O'CLOCK
 Banquet Tickets \$3.50. Reservations must be made in advance. (For reservations write
 the Secretary, S. B. Carlin, Packard Commercial School, Lexington Avenue and 35th
 Street, New York City.)

Friday Morning

GENERAL SESSION.....9:45 O'CLOCK
 "What is Wrong with Commercial Education?" by Dr. John L. Tildsley, Associate Superintendent
 of Schools, New York City
 COMMERCIAL SECTION.....10:30 to 12:30 O'CLOCK
 Chairman—I. L. Lindabury, Burdett College, Boston
 "The Bookkeeping Course—Content and Method of Presentation," by Atlee L. Percy, A.B., B.B.A.,
 C.P.A., Professor of Accounting, Boston University
 Discussion—fifteen minutes—led by E. E. Gaylord, Head of Commercial Department, Beverly High
 School, Beverly, Massachusetts, and J. R. Summerfeldt, Principal, Rider College, Trenton,
 New Jersey
 "How Much Accounting—In the High School?" by Don T. Deal, Head of Department of Business
 Education, Trenton Senior High School, Trenton, New Jersey
 "How Much Accounting—In the Business College?" by J. Wilbur Hiron, Vice-President, Beacom
 College, Wilmington, Delaware
 Discussion—fifteen minutes
 "Machine Arithmetic," by R. D. Bryan, Agency Manager, Monroe Calculating Company, New
 York City
 SECRETARIAL SECTION.....10:30 to 12:30 O'CLOCK
 Chairman—Mabel M. Leidy, Temple University, Philadelphia
 "The Application of Tests and Measurements to Shorthand and Typewriting," by Dr. Thaddeus L.
 Bolton, Head of Psychology Department, Temple University, Philadelphia
 General discussion—ten minutes
 "My Reaction to Tests and Measurements," by Ethel A. Rollinson, Columbia University, New
 York City
 General discussion—ten minutes
 "The Psychological Factors in the Teaching of Shorthand," by Paul S. Lomax, Assistant Professor
 of Commercial Education, New York University
 ECONOMICS SECTION.....10:30 to 12:30 O'CLOCK
 Chairman—Alexander Pugh, High School of Commerce, New York City
 "Is Economic Geography Worth While?" by Floyd Hurlbert, Superintendent, Bay Shore, New York
 "Salesmanship in the High School," by Matthew E. Lynaugh, White Plains High School, White
 Plains, New York
 "Law Teaching in Commercial Schools," by Harold Dudley Greeley, Lawyer and Accountant

(Continued on page 232)

PENMANSHIP SECTION.....10:30 to 12:30 O'CLOCK

Chairman—S. E. Bartow, A. N. Palmer Company, New York City

"Application of Muscular Movement to All Written Tasks," by Fannie Cohen, Assistant Principal, Public School No. 4, Manhattan, New York City, with Demonstration by her pupils

"Penmanship Problems in the Commercial High School," by W. P. O'Ryan, Alexander Hamilton High School, Brooklyn

"Plans for Arousing Interest in Penmanship among Teachers and Pupils," by Mrs. Elizabeth N. Horgan, Superintendent of Penmanship, Public Schools, Orange, New Jersey

NEWER PHASES.....10:30 to 12:30 O'CLOCK

Chairman—W. E. Worthington, Head, Bookkeeping Department, Yonkers High School of Commerce, New York

"What Should Be the Content of the Junior and Senior High School Curriculum," by Leonard H. Campbell, Principal, High School of Commerce, Providence, Rhode Island

General discussion—ten minutes

"To What Extent and in What Manner Should Bookkeeping Be Taught in the Junior High School?" by C. W. Hamilton, Director of Commercial Education, Elizabeth, New Jersey

Discussion led by Herman L. Boyle, Senior High School, Trenton, New Jersey

"Achievement Tests in Bookkeeping," by Paul A. Carlson, State Normal School, Whitewater, Wisconsin

Discussion led by Dr. Charles E. Skinner, Department of Educational Psychology, New York University

Friday Afternoon

COMMERCIAL SECTION.....2:00 to 4:00 O'CLOCK

"What is Really Meant by the Balance Sheet Method of Teaching Bookkeeping?" by W. M. C. Wallace, Professor of Accounting, New York University

Discussion—five two-minute talks

"Getting Results in Accounting," by Henry Sargent, C.P.A., Instructor of Accounting, Bay Path Institute, Springfield, Massachusetts

Discussion—five two-minute talks

"Getting Results in Arithmetic," by George H. Van Tuyl, Administrative Assistant, Evander Childs High School, New York City

Discussion—five two-minute talks

SECRETARIAL SECTION.....2:00 to 4:00 O'CLOCK

"The Why and How of Secretarial Training," by Raymond G. Laird, Head Master, Roxbury High School, Roxbury (Boston), Massachusetts

General discussion—ten minutes

"Secretarial Training as Applied to the Private Business Schools," by Lena Dalton, Strayer's Business School, Washington, D. C.

"The Importance of English in Secretarial Training," by John Dennis Mahoney, Head of English Department, West Philadelphia High School for Boys

"The Secretary-Stenographer Problem as We See It," by Earl B. Morgan, Manager, Curtis Publishing Company, Philadelphia

General discussion—ten minutes

ECONOMICS SECTION.....2:00 to 4:00 O'CLOCK

"The Federal Reserve Bank System," by W. Randolph Burgess, Ph.D., Assistant Federal Reserve Agent, Federal Reserve Bank of New York. Illustrated by motion pictures and charts.

"Teaching Advertising in the High School," by Celia A. Drew, High School of Commerce, New York City

"Panics of the Past and Efforts of Modern Business to Avoid Them," by Robert L. Smitley, B.A., New York Stock Exchange, Department of Personnel

PENMANSHIP SECTION.....2:00 to 4:00 O'CLOCK

"Penmanship as Applied to Experimental Psychology," by Tameo Kajiyama, New York. Blackboard illustrations

"Penmanship Then and Now," by A. N. Palmer, New York City

"Penmen Then and Now," by E. E. Gaylord, Beverly High School, Beverly, Massachusetts

De Luxe Exhibit of Business and Ornate Writing

NEWER PHASES.....2:00 to 4:00 O'CLOCK

"Interrelation Between Commercial Art in High Schools and Commercial Art in Industry," by C. Earl Wallace, Chairman, Art Department, High School of Commerce, New York City, and J. Winthrop Andrews, Director of Art, Yonkers Public Schools, New York

"Vocational Guidance in Commercial Schools," by Dr. Richard D. Allen, Director of Research and Guidance, Providence, Rhode Island

General discussion

"A Forecast of the Future of Commercial Education," by Paul S. Lomax, Assistant Professor, New York University

General discussion

Friday Evening—Open

Saturday Morning

GENERAL SESSIONS.....9:30 to 11:45

Business Meeting

Addresses by W. H. Leffingwell, New York City, representing the National Association of Office Managers, and Dr. Henry Crane, Malden, Massachusetts

Installation of New Officers

Adjournment

Twenty-Eighth Annual Convention *of the* *National Commercial Teachers' Federation*

Cincinnati, Ohio, December 28-30, 1925

Officers for 1926

General Federation

PRESIDENT: Willard J. Wheeler, Wheeler Business College, Birmingham, Alabama
 FIRST VICE-PRESIDENT: R. H. Lindsey, Spencerian Commercial School, Louisville, Kentucky
 SECOND VICE-PRESIDENT: Miss Gertrude Beers, Lincoln School of Commerce, Lincoln, Nebraska
 SECRETARY: John Alfred White, Emerson High School, Gary, Indiana
 TREASURER: C. A. Faust, 1024 North Robey Street, Chicago, Illinois

General Executive Committee

Willard J. Wheeler, Wheeler Business College, Birmingham, Alabama
 C. M. Yoder, State Normal School, Whitewater, Wisconsin
 Ivan E. Chapman, Principal, Western High School, Detroit, Michigan
 Charles T. Smith, Kansas City Business College, Kansas City, Missouri

Public Schools Department

PRESIDENT: J. Walter Ross, South Hills High School, Pittsburgh, Pennsylvania
 VICE-PRESIDENT: C. W. Rhoads, Centenary College, Shreveport, Louisiana
 SECRETARY: Miss Caroline Eddy, Madison Vocational School, Madison, Wisconsin

Private Schools Department

PRESIDENT: T. A. Blakeslee, Lincoln School of Commerce, Lincoln, Nebraska
 VICE-PRESIDENT: Paul Moser, Moser's Shorthand College, Chicago, Illinois
 SECRETARY: Mrs. Margaret Miller, Wheeler Business College, Birmingham, Alabama

Shorthand Round Table

CHAIRMAN: D. D. Lessenberry, Allegheny High School, Pittsburgh, Pennsylvania
 VICE-CHAIRMAN: Miss Helen W. Evans, Gregg School, Chicago, Illinois
 SECRETARY: Miss Zola Beasley, Shortridge High School, Indianapolis, Indiana

Business Round Table

CHAIRMAN: Lloyd L. Jones, West Commerce High School, Cleveland, Ohio
 VICE-CHAIRMAN: Miss Sarah Levine, Hughes High School, Cincinnati, Ohio
 SECRETARY: Mrs. Gertrude DeArmond, Wheeler Business College, Birmingham, Alabama

Penmanship Round Table

CHAIRMAN: Herbert M. Heaney, Davenport-McLachlan Institute, Grand Rapids, Michigan
 SECRETARY: John S. Griffith, Englewood Business College, Chicago, Illinois

University and Collegiate Round Table

CHAIRMAN: H. D. Proffitt, Penn School of Commerce, Oskaloosa, Iowa
 VICE-CHAIRMAN: Lee A. Wolfard, Marshall College, Huntington, West Virginia
 SECRETARY: Miss Catherine F. Nulty, University of Vermont, Burlington, Vermont

Place of next meeting, Chicago

General Federation

C. M. Yoder, President

Report by Hubert A. Hagar

MORE than half a thousand private, public, and parochial commercial teachers attended the Twenty-eighth Annual Convention of the National Commercial Teachers' Federation, held in the beautiful Hotel Gibson, Cincinnati, December 28-30. It was a good convention. A more representative group of commercial teachers was probably never before brought together. The papers and talks for the most part were new, refreshing, and inspiring.

In the general Federation meetings very little time was given to the discussion of

minor classroom problems. Almost without exception the speakers dwelt on the broader phases of commercial education and its place and relation to the general educational scheme.

The convention was called to order by Mr. Irving R. Garbutt. As chairman of the Local Arrangements Committee, Mr. Garbutt was responsible for a number of general Federation addresses, all of which reflected the progressive ideas of Cincinnati's popular director of Commercial Education.

The address of welcome was delivered by

Dr. Randall J. Condon, superintendent of the Cincinnati Public Schools. Dr. Condon, for many years a leader in the educational councils of the country, gave the convention a flying start by his vigorous address, and by his sympathetic utterances in behalf of commercial education. "The commercial teachers of Cincinnati," said Dr. Condon, "are making a contribution equal to the contribution made by the teachers of any other subject."

The response of President Claude M. Yoder, director of Commercial Education in the Whitewater (Wisconsin) State Normal School, was a scholarly statement of the aims and tendencies of commercial education. In a later number we hope to be able to publish Mr. Yoder's address in full.

Coöperative Training

"Coöperative Training in Commerce," was the theme of an address by Dr. Herman Schneider, dean of the College of Engineering and Commerce, University of Cincinnati. Dr. Schneider stressed the value of contact with practical work, pointing out the fact that this contact, if properly handled by our school authorities through a coöperative system, gives the student not only a higher degree of technical skill, but a high degree of industrial intelligence. "Under the co-operative system," said Dr. Schneider, "the student develops the capacity to think, and the ability to apply his knowledge acquired in the classroom to the practical problems of industrial life."

According to Dr. Schneider, any scheme of training which gives only technical skill, without giving the necessary background of intelligence in operation, is not fair to the student, inasmuch as it prevents him from going as high as his ability will permit him to go.

On Tuesday morning the convention was addressed by Mr. M. L. Pernice, Jr., vice-president and service director for the Proctor and Collier Company, Cincinnati, on the subject of "Getting a Start in Advertising Art."

The Middle Ground

"The Middle Ground in Commercial Education," was the subject of a thought-inspiring and scholarly address by Mr. Arnon W. Welch, attorney-at-law, New York City. With a background of ten years of commercial teaching experience and observation of commercial teaching, Mr. Welch brought to the Federation a message that should be read and reread by those who have to do with the direction of commercial education, especially in the public schools.

"Taking the middle ground," said Mr. Welch, "does not indicate weakness or a

compromising spirit. It simply recognizes that of two extremes, neither is likely to be entirely right; that the commercial teacher is not an adventurer with the lives of his students, and he has no right to be; that the middle of the road, though it may be the long way round, may be the nearest and safest way to that standard of accomplishment, achievement, and character, that is the aim and end of all education.

"Extremists are necessary in the development of any art or science. At any rate, they are always present, but it seems better to confine their activities to shedding light rather than to holding the reigns of admiration." Only the theme of Mr. Welch's address can be given here, but it is hoped that this paper can be printed in full in a future issue.

Through the courtesy of the Cincinnati Board of Education, the convention was addressed on Wednesday morning by the Hon. Charles M. Hay, of St. Louis, on the subject of "World Peace Through Education."

Entertainment

On Monday evening the Cincinnati Chamber of Commerce provided an unusually entertaining musical program, featuring the famous Culp String Quartette of Cincinnati, and Charlotte Sandman Angert, soprano. The musical program was then followed by a reception and dance.

Tuesday evening was given over to private dinner and theatre parties.

The Luncheon

The luncheon program on Tuesday was motivated by the spirit of youth. In an address of cogent facts, Mr. Arthur Edwin Roberts, executive secretary of the Boy Scouts of America, made an earnest appeal on behalf of commonsense methods in dealing with plastic minds. The mind was likened to a phonograph record which, in the making, receives the exact impressions conveyed. And these impressions, good or bad, are certain of reproduction. This being true, the teachers were informed of the responsibilities as well as the privileges attendant upon their dealing with youth, whether it be the inculcation of moral lessons or principles of business value. In the further development of the theme Mr. Roberts asserted:

"Training the youth to be good is as easy as allowing him to do wrong. Students do not need so much criticism as they need direction and example. Do not stress 'Don't.' Find the student's viewpoint and work from this premise. All human action is subject to nerve stimulation and as such is under control. Exercise confidence in youth and

youth will respond. Unless the student is properly trained in character, he is not ready for the business office."

The Banquet

The banquet, which was the concluding event, was entirely in line with the "Federation standard." At this particular time this word is spelled "Feed-e-ration"—with a "feed" that carries its own recommendation and a "ration" ample for the most active appetite. Likewise a musical program of unusual excellence had a large place in the enjoyment of the occasion. The selections rendered by professional singers were interspersed by community singing led by the genial George McClelland, president of the Littleford School, Cincinnati.

The second act came when Mr. Roberts, assistant superintendent of Cincinnati schools, was introduced as speaker of the evening, addressing himself to the subject, "The Business of Education." Commenting on the place of commercial education Mr. Roberts said, "The highly intensive commercial life today demands commercial training of young men and women. Education today is not to

be confused with the education of ten, fifteen, or twenty years ago. A new social phenomena is confronting us today. It is a new world religiously, this world in which we live. No one can say what the religion of tomorrow will bring forth. It is a new world politically; it is a new world industrially, a new world socially, and a new world intellectually. This new world is calling to the educators as it never called before. We are in control in the schools of America of the future of our country. This is the greatest challenge that mankind ever had."

Sessions of Unusual Interest

On the whole, the general program, including the banquet session, stimulated a new interest in the affairs of the Federation. If programs of the future are to represent an improvement, the officials in charge will have a doubly interesting task. In providing the members with such a well-balanced menu, Mr. C. M. Yoder, president of the organization, and Mr. Irving R. Garbutt, chairman of the Local Arrangements Committee, with their corps of assistants, well deserve additional expressions of genuine gratitude.

Public Schools Department

George A. Macon, President

Report by L. C. Rusmiser

ONE of the high spots of the convention was the address by J. L. Highsaw, principal of the Technical High School, Memphis, Tennessee, on the subject "A Modern High School Program."

The High School Program

It was quite evident that Mr. Highsaw, as principal of the school, knows his program not only on paper but in operation, down to the minutest detail. In comparing the program of the Technical High School with the entrance requirements of the leading Southern colleges, Mr. Highsaw showed that they are not only meeting the college entrance requirements, but are at the same time preparing students for business and for life.

"The commercial subjects," said Mr. Highsaw, "should be looked upon as coordinate and of equal value to any others in the school." Each pupil should have practical training in the school office, and if possible in business offices of the city. They should be brought into contact with business men. There should be ample equipment and it

should be practically employed. Attention should be given to the history of commerce, commercial geography, history of banking, and other background subjects. Pupils should be trained in regard to civic duties and responsibilities of citizenship. They should be taught to combat the spirit of indifference which pervades every community, and overcome the apathy that exists toward civic affairs.

Bookkeeping Problems Main Topic on Tuesday

"An Effective Method of Teaching Bookkeeping in the High School," was ably discussed by Mr. M. E. Studebaker, head of the Commercial Department in Ball Teachers' College, Muncie, Indiana. According to Mr. Studebaker, this subject too often lacks interest which may be awakened by practical applications to add realism. Pupils should be taught to keep their own accounts and to make budgets for all expenditures, and to keep the accounts of their parents at home.

"This subject," said Mr. Studebaker, "may

be made to reveal the features of a game, and items may be traced from the point of original entry to the various books and accounts, and finally to the working sheet and statements." Pupils will take interest when they know the reason why. The teacher should lead them away from the traditional cut and dried features as laid out in most texts. New subject matter should be developed. Frequent excursions to business houses and study of the methods employed there will make this a live subject.

What Cleveland Bookkeeping Committee Survey Showed

In discussing Mr. Studebaker's address, Mr. Lloyd L. Jones, West Commerce High School, Cleveland, told of the work of the Cleveland Bookkeeping Committee, appointed to make a survey of the various local industries, with a view to getting the facts about the bookkeeping job in Cleveland. It has been found, according to the Committee, that the business men want financial information relative to their business which will help them in management and organization. An analysis has just been completed of the kind of information wanted by the management of business. It was found that such information is needed to safeguard credits and working capital at all times; to determine profit and loss at stated intervals; to control administration through a knowledge of unit costs; and to render proper reports to governmental agencies.

It is not necessary that every bookkeeper know how to prepare the most complicated financial exhibits and schedules, but it is important that the bookkeeper know the effect of each transaction upon the financial condition of the business. He must have that much knowledge in order to make an intelligent record.

When the business man hires a bookkeeper, he does not want only a routine general clerical worker. He expects a bookkeeper to have some brains and manifest them in making and in interpreting the records he is making of the daily transactions and the constantly shifting contractual relations between his business and the commercial and financial world.

Federal Reserve Banks and Member Banks

The Federal Reserve Banks demand that financial statements accompany commercial paper which is presented to them by member banks for re-discount. These statements must contain the kind of information which will give the banker a very definite idea of the financial condition of the borrower. The banker wants to know if the borrower can live up to his obligations before the former makes a loan.

The banker wants standardized information because there are great fundamental conditions which must be met by any business before its financial condition is pronounced sound. This information is presented to the Federal Reserve Bank on specially prepared summary sheets designed to tell the banker what he desires to know about this borrowing firm or individual. This information is gotten from an analysis and summarization of the

records made and kept by the bookkeeper. Therefore it is absolutely necessary that the bookkeeper have an intimate knowledge of the kinds of information which go to make up these reports demanded by the bankers.

Federal Income Tax Returns

The sort of information which is necessary for the management to have for intelligent guidance of the business and the kind of information demanded by the banker in contemplation of making a loan is the sort of information upon which the Federal Government makes its computation for income taxation. The general set-up in forms used by the Internal Revenue Department is similar to the forms used by the manager and by the Federal Reserve Bank. A thorough knowledge of any of the forms used by any one of the three will give the bookkeeper a working knowledge about the other two.

What Bookkeepers Actually Do

An analysis was made of what bookkeepers at work in offices actually do today in order to provide this necessary financial information. In order to determine this, a number of bookkeepers, accountants, and business men were interviewed and lists of duties made. The willingness of these experts and business men to give of their time and experience is indicative of what may be accomplished in any investigation in which they are asked to take part. Without their assistance, the Cleveland Bookkeeping Committee would have had little data upon which to base its report.

Objectives

These duties of the bookkeeper as the objectives of knowledges and skills together with traits of character important to the worker have been set up as objectives of the bookkeeping course.

Example of the Field Work Done

In gathering this information the worker himself was interviewed. It was found that the office worker might call himself an accountant. In fact, his name might be painted on the door as such. In talking with his employer, the boss would call this worker a bookkeeper. But when an analysis of the job itself was made, the facts made it necessary to list this worker under the heading of a general clerk.

Content and Practice Material

The things—operations and duties—which bookkeepers actually do have been carefully listed and tabulated. The collection of practice matter and material is being done by the Cleveland Bookkeeping Committee. This will enable the teacher to present the subject so as to realize the objectives.

Arrangement of Content and Practice Material in Semesters

After all of the content and practice material has been collected, there remains the arrangement in pedagogical manner by semesters. Cleveland bookkeeping teachers, bookkeeping teachers from different parts of the country, accountants, commercial education specialists, and school executives have been asked to cooperate in helping to locate the elements of the course in their correct place in each semester.

When all of this material is in, it will be used

statistically by the Department of Research of the Cleveland Public Schools. The result will be a course of study located in its proper place in the curriculum.

Wednesday's Session Opens with Discussion of Study of Commerce and Industry

Wednesday's program was opened by a discussion of "Commerce and Industry, Its Place and Functions in a Commercial Course," by Miss Jessie B. Strate, Withrow High School, Cincinnati, Ohio. Miss Strate dealt in a scholarly manner with the problems of the age as pertaining to everyday life. "When a pupil knows why things are done, and how," said Miss Strate, "then he will better appreciate the routine methods of keeping account of them, can take dictation more intelligently, and figure profits with understanding. Pupils should become familiar with trade routes, shipping methods, manufacturing detail, industrial progress, and all that has to do with the material of commerce and industry, the fluctuations of the market, the production of food and clothing material, and all of this will add life to the office routine which comes later."

Shorthand and Typewriting

"Shorthand Dictation and Typewriting," was discussed in an able manner by Mr. E. F. Killam, supervisor of Commercial Education in the St. Louis Public Schools.

"When a boy or girl enrolls in a shorthand class," said Mr. Killam, "it is with the view of becoming a stenographer. One of the chief functions of the stenographer in an ordinary business office is to transcribe; to transcribe accurately and quickly.

"If we are to train efficient stenographers for office positions, we should first study the kind of jobs that they are most likely to fill and arrange their dictation so that they will be trained for that particular job. There is too much time wasted in *general* dictation,

which, while good in itself, is a waste of time to the pupil. What he most needs is training for the kind of stenographic job that is going to be open to him in that particular community. He needs to become familiar with the vocabulary of the business in which he is most likely to find employment.

Transcription and Office Practice Training Stressed

"The typewriting should parallel the shorthand throughout the course. If possible, it should be begun a term earlier in order that the transcription from shorthand work may be begun at a very early stage. I believe that transcription should be carried on throughout the entire course in order that the process may become natural.

"Side by side with the transcription of the shorthand should go the training in the various methods of filing and general office procedure so that the pupils may go into the business office with at least a general understanding of what will be expected of them."

Tests and Measurements in Bookkeeping

The session was closed by an interesting impromptu talk on bookkeeping tests and measurements by Mr. Paul A. Carlson, State Normal School, Whitewater, Wisconsin. Mr. Carlson makes use of these tests and measurements, and he is thereby able to eliminate many failures that would otherwise occur. Points emphasized by Mr. Carlson were that some pupils do not have a mathematical mind, and are averse to detail work of a routine nature. They are better qualified to do another kind of work and should not be allowed to enter a line where they can never hope to succeed. Likewise, a pupil's progress can be definitely determined by taking an inventory of the facts in his mind and evaluating them properly. The pupil who writes the most attractive set is not always the best bookkeeper.

Private Schools Department

A. L. Walters, President

Report by W. D. Wigent

THE trend in education, both from the viewpoint of the private commercial school and collegiate courses, engaged the attention of the Private Schools department. Mr.

H. E. V. Porter, executive secretary of the National Association of Accredited Commercial Schools, was the first speaker. In his thought-inspiring address, Mr. Porter com-

bined warning, wisdom, and prophecy in a most constructive manner. In part, his observations follow:

The Drift in Education

The drift in Education is somewhat like the changing colors visible in the Grand Canyon, dependent largely upon two things—the light thrown upon the subject and the angle of observer.

An Educator's View

From an educator of broad experience I am privileged to quote the following:

"One thing that is very noticeable is the tendency toward greater training efficiency. By that I mean a greater tendency to teach pupils how to do things as well as to know things. There was a time when education consisted largely of imparting information. Today the imparting of information is secondary to actual training in the use and application of information.

"The project method, the problem method, and similar devices, are evidence of these efforts to train people to think and to do as well as to know.

"It is my very strong conviction that the private commercial schools, business colleges, and extension institutions, have set the pace in establishing these new standards of training efficiency."

A Publisher's View

From the watchful observations of a well-known publisher comes the following:

"The drift in Education is to make it more substantial and usable to the student as he advances from one grade to another. In years back the idea was to make the high school course preliminary to the college course without taking into consideration the fact that less than 25% of those who finished the high school course entered college. Those who were responsible for the courses offered in the high schools seemed to be satisfied to let those students who are unfortunate enough not to go to college make the best of it and wait until they are older and had more experience before finding out their mistake.

"All courses in modern education seem to be built so that the students will get the most out of each course both from the point of view of advancing in other courses and going out into the business world. Evidence of this is the Junior and Senior High Schools. Educators have awakened to the fact that many students are not going all the way through high school, and they are providing in the Junior High School an educational training which will be of real value to the students whether they go into the Senior High Schools or quit after graduating from the Junior High School. The same plan is applied in the Senior High School, where the training offered the student is such that it will be usable whether he goes into the business world or into the University."

Alcott's Method

From the backward look we sometimes catch inspiration for the forward leap. Among the most radical educators of the last century was Amos Bronson Alcott. He made his schoolroom in Boston beautiful. He created an inspiring atmosphere. He taught from nature. He declared that a teacher is one who can assist the child in obeying his own mind. He introduced a novel method of discipline in which his scholars participated. He measured ages by leaders and declared that imagination has

been the guiding impulse of society. How strange it seems to us that his age was not prepared for such an innovation. We stand on a higher plane and live in a different atmosphere. The whole drift of thought in education today demands better buildings, better equipment, standardized courses that are practical and comprehensive, more efficient instructors and general conditions that are sane and sanitary.

Translate Constructive Thought Into Effective Accomplishment

If business education is to go forward, or even to hold the honorable place it has won in the educational field, we must catch the spirit of the most constructive educational thought of our day and translate it into effective accomplishment in our schools. Our greatest fountain of inspiration for educational progress is in the field of business itself, where economic laws and theories are tested, where creative imagination is expressed in terms of accomplishment, or failure, where human needs (material, intellectual, and spiritual) are studied and met, where the power of a larger and richer service is increased, where the current of progress, reversing the usual theory of gravitation, is moving constantly onward to higher levels of achievement.

The romance of business is the most thrilling of all romances. I say that this is our greatest field for educational inspiration because it is the testing ground for our educational theories and philosophy. Our students go out into this great laboratory of human activity and succeed or fail, according to whether or not we have correctly interpreted the kind of training they need to promote not only their individual growth and power, but to contribute something to the business world, something new which will help lift business ideals, business methods, and business achievements to a higher plane.

Business Contact Important

One of the significant tendencies in commercial education today is the awakening of business school principals, proprietors, and teachers to the fact that they cannot detach themselves from the world of business and achieve professionally what they desire. Up to this time the "business" contact has been made only by school proprietors and principals of commercial departments. The teaching staff is often completely deprived—perhaps through its own lack of vision—of this contact.

Higher Courses Necessary

If we train a boy or a girl for a special job without giving him a vision of their greater destiny as citizens, we have fallen far short of our opportunity. The students must be taught to see beyond the narrow confines of a specialized job—no matter how important that job may be. One of the drifts in education today in both private and public schools is in the fact that the courses of study must be broader. Higher courses to include Accountancy, Salesmanship, Business Organization, Administration, and Economics have become in many places almost a necessity.

Standardized Courses Beneficial

Notwithstanding the drift in many commercial schools toward a broader curriculum, there is also a tendency to consolidate forces on standardized courses, which is having a most beneficial effect on the private commercial school.

(Continued on page 246)

The Interest Problem

*The Seventh of a Series of Articles on the Use of the Gregg Writer
Credentials, With Monthly Class Drills and Suggestions
as to How Best to Present the Tests*

By Florence E. Ulrich

All Set for the O.G.A. Contest? Let's Go!

(To the tune of "Tramp, Tramp, Tramp, the Boys Are Marching")

As the contest we go in,
Let our thought be "I will win,"
All we need is pluck and vim and snap and "go"!
Urge each student to his best,
We must neither stop nor rest;
Then in June—yes, then the winners we shall know.

Gather laurels while you may.
Work, folks, work, while others play;
And the harvest of success will bring you cheer.
Send your notes by April 1,
When your faithful work you've done.
Come, folks, reap the honors due to you this year!

Chorus:

Come, come, come, the contest's calling.
Come on, Greggites, don't be slow!
If the contest you go in
You will have a chance to win.
All you need is pluck and vim and snap and "go"!

Chorus:

AT this time everybody is interested more or less in the biggest event in the annals of shorthand—the Annual O. G. A. Contest. That is evidenced by the letters received from teachers and writers planning to take part. As the mail-carrier, weighed down under the load of letters and packages, stopped at our desk and unloaded his pack, one of the young ladies stared at the huge pile and exclaimed: "What's happening? Is this contest time?" It seemed impossible to her that any one day's mail delivery could bring so many letters and packages. There are thousands of tests awaiting review and examination, and as many thousands of teachers and pupils eagerly awaiting reports, and we are impatient to be at work on them.

New Classes Already Represented

Because of the interest that has been aroused in shorthand study and practice by means of talking O. G. A., practicing O. G. A., and winning O. G. A. certificates, more and more of the teachers and writers are "warming up" to the O. G. A. Contest each year,

which leads those of us who are preparing to handle the deluge of papers to believe that the 1926 O. G. A. Contest will be the biggest and best ever held. Not only is the work that is already submitted better than it has ever been before at this time of the year, but there is considerably more of it. Many new teachers have entered the field to take their places alongside of those that use the Credentials Department year after year. The gist of the letters from these teachers is "I am so glad that I started using the Credentials in my work this year. I am securing infinitely better results already, and the year is only half up."

Will We Hit the 15,000 Mark?

Because our ambition, yours and mine, is to go over the 15,000 mark, why not shake up the classes, sift out the students who are not writing as well as they ought to write, give them the incentive for working harder, and then turn in an Honorable Mention club by April first! There is no reason why it cannot be done. Any good teacher can!

The O. G. A. Contest calls for concentra-

In previous numbers of the "American Shorthand Teacher" we have presented the shorthand forms for the 1,000 commonest words, arranged alphabetically for the purpose of easy reference. In the present series, which is based on the list of 1,000 commonest words in Volume 4, "Harvard Studies in Education," additions have been made from the list of 4,000 words compiled by the New York State Education Department as a test for literacy.

A Basic Shorthand of the Most Common Words

Arranged According to
the Gregg Shorthand

Lesson Five

action	22	safe	2
affairs	22	said	2
as	2	sat	29
attacks	22	save	29
busy	26	saved	29
case	22	saving	2
city	22	saw	2
county	22	say	2
class	22	section	2
days	22	see	2
does	22	seeing	2
early	2	seem	2
earth	2	seems	2
easily	2	seen	2
easy	2	sense	2
face	2	set	29
feeling	2	seven	2
getting	2	shells	2
gets	2	showing	2
has	2	since	2
history	2	sit	2
horse	2	sitting	2
its, it's	2	six	2
knows	2	so	2
laws	2	steal, steel	2
less	2	step	2
loss	2	story	2
makes	2	suit	2
means	2	taking	2
meeting	2	task	2
miss	2	these	2
nations	2	thick	2
needs	2	though	2
only	2	thought	2
pass	2	throw	2
passed	2	thus	2
peace	2	training	2
place	2	trains	2
placed	2	us	2
plans	2	vessels	2
police	2	ways	2
press	2	whose	2

Lesson Six

allies	22	annoy	22
boy	26	apply	22
boys	26	area	22
buy	26	assign	22
choice	26	bias	26
cry	22	breath	22
die	22	cereal	22
drive	22	coin	22
family	22	comply	22
few	22	create	22
fight	22	diet	22
fighting	22	enjoy	22
final	22	file	22
finally	22	fix	22
fine	22	fuel	22
fire	22	health	22
high	22	height	22
highway	22	huge	22
minor	22	impress	22
my	22	invite	22
nation	22	mine	22
now	22	mix	22
oil	22	ounce	22
price	22	poem	22
rank	22	poise	22
ride	22	prior	22
sight	22	radio	22
size	22	ring	22
socially	22	ripe	22
staff	22	sales	22
stay	22	science	22
stone	22	sing	22
sweet	22	sky	22
type	22	sorrow	22
try	22	tax	22
trying	22	tide	22
view	22	toil	22
voice	22	unique	22
white	22	unit	22
wise	22	via	22
acute	22	wide	22
adjoin	22	youth	22

arm
army
art
burn
certain
chair
chapter
concern
danger
dear, d
expert
firm
garden
heard
heart
large
latter
learn
manner
march
near
normal
north
period
quarter
reserv
serve
service
share
soldier
sort
still
surpr
tell
term
tire
turn
utter
war
warm
worry
yard

Shorthand Vocabulary

Common Words

According to Lessons in
Shorthand Manual

The words are arranged according to the lessons in the Gregg Shorthand Manual. The words in italics are from the list of the 1,000 commonest words and are given for the most part in the first column. Those printed in Roman type are from the list of 4,000 words compiled by the New York State Education Department as a literacy test. The wordsigns of each group will be treated as a unit in the Ninth Lesson.

Lesson Seven

n		adjourn
ny		alert
		anger
yn		argue
tain		assert
air		banker
after		cashier
acem		convert
nger		daughter
ar, deal		detail
bert		earnings
n		emerge
rdon		exert
ard		farm
art		grammar
ge		guarantee
ter		guard
rn		hard
inner		harm
rch		hurt
ar		indorse
rmal		journey
th		laughter
iod		ledger
marly		manners
erve		margin
ve		merit
vice		nervous
ara		northern
dier		owner
rt		pardon
ll		search
rprise		smile
l		southern
m		style
e		surface
n		surpass
er		surplus
r		urge
rm		virtue
rry		warn
ed		worse

Lesson Eight

amend		attempt	
apparently		autumn	
bonds		basis	
cent, sent		condense	
cents		creative	
common		crisis	
continue		debtor	
defend		defeat	
defender		deficit	
defense		defy	
dinner		denote	
distance		deny	
estimate		depend	
examine		detach	
freedom		detain	
gained		devotion	
handle		divide	
human		division	
immense		editor	
land		emphasis	
maintain		entry	
many		intention	
memory		motive	
mention		obtain	
minute		opened	
money		parent	
month		plenty	
months		possess	
morning		pretense	
native		prompt	
prevent		remain	
second		rent	
seemed		seldom	
spent		signed	
study		sudden	
ten		sustain	
twenty		taxes	
window		temper	
winter		tendency	
woman		threaten	
women		trained	
written		waited	

O. G. A. PENMANSHIP DRILLS

I









II








tion on the weak points of the students' writing, an essential part of good teaching. If you can hang a banner or Honorable Mention Diploma in your classroom when the school year is done, you will feel happier

and more satisfied with the results of your work. The diplomas and prizes are here. One of them belongs to you. Why not claim it by submitting an Honorable Mention club in the O. G. A. Contest this year?

Class Drills on the March O.G.A. Test



THE music in the extract from Milton's "L'Allegro" used for the O. G. A. test this month, will make the practicing of it pleasant for those who wish to try for Membership certificates only this month. The principal thing to stress is fluency. Probably many of you by this time have "preached" fluency so much that you wish you might talk about something new; nevertheless, there is need for more "preaching." Too many O. G. A. papers had to be failed last month because the writing lacked fluency. A surprisingly high percentage of the papers disqualified would have passed, but for that one fault. The students must learn to *write* shorthand, not draw it, if it is to have any practical value. It will be easy

for them once they get away from the idea that the forms are hard to make.

One of the quickest and best ways, perhaps, to overcome the destructive thought that shorthand is so very different from any other form of writing is to lead from the known to the unknown, from the longhand to the shorthand. Carry along the same movement, the same fluency and the same form of strokes. We have tried to show you in our penmanship drills each month how this is done. A teacher would be justified, I think, if she refused to accept a page of shorthand notes that is not written fluently with the "get-away" stroke at the end. The penmanship drills this month will help to overcome hesitancy in writing, and establish correct forms. They can be applied to the contest copy published last month in both *Writer* and *Teacher*, as well as the current month's test.

Drill I—Direct Motion Exercise

elms, hillocks, right, where, robed, light, while, plowman, land, and, blithe, hawthorn, hath, pleasures, round, russet, lawns, barren, breast, laboring, rest, shallow, brooks, battlements, bosomed

Drill I contains some of the words that are written with the direct motion. Observe curvature of *r* and *l*. They must not tip down at the end. While practicing *bl*, *br*, and *pl*, emphasize the fact that these syllables are written with one impulse of the pen.

Several teachers asked recently which part of *bl* rests on the line of writing. While writing position is not a real factor in our system, it is more artistic and more practical to have *l* and *r* rest on the line of writing. You will notice, if you examine the

outlines in the plate that the downstrokes merge into the horizontal curve at a point just above the line of writing, and that gives *l* and *r* the line position. We have noticed also from our examination of teachers' writing that some of them write all the *ls* and *rs* below the line with the circle before or after the stroke cutting the line. It is not a natural position. The only time that *l* or *r* is written below the line is when a character preceding it, as *r* in *re-sell*, takes the line position.

Drill II—Indirect Motion Exercises

sometimes, walking, green, against, eastern, gate, great, Sun, state, clouds, thousand, whistles, furrowed, singeth, whets, scythe, every, straight, whose, sees

The second drill contains the indirect motion exercise, and words from the text copy having that motion.

Call attention to correct slant and proportion while writing. Stress the importance of

writing *v*, *f*, and the clockwise *s* with the deeper curve at the beginning, and check the slant to see that it is uniform. You will probably find that dictating begets fluency better than copying does. The finer points

of criticism, such as rounding out of circle vowels, joining of circles, slant of straight lines, etc., were given in the key to the O. G. A. markings published in January, and

will be helpful to you this month in checking up the writing. If the students have good writing form, the point on which you can profitably concentrate this month is fluency.

My Method of Training O.G.A. Contestants

By Mrs. J. P. Peterson

Humboldt College, Minneapolis, Minnesota

AT Humboldt College we set aside a half-hour period a day for shorthand penmanship. The work opens with a short drill on fundamentals. For this purpose I have found the "Shorthand Gymnastics" given in the *Gregg Writer* very helpful. Each student has before him a copy of the magazine from which we are practicing, but the drills are also placed on the board. In giving these I count, thus securing rhythm and forcing the student to go quickly from one outline to the next.

The rest of the period is used by the beginners in the practice of the drills found in the first eight lessons of "Speed Studies." The advanced students devote the period to practicing the O. G. A. copy for the current month. I go from desk to desk, giving such criticism and suggestions as seem necessary. At the end of the session I take up the finished product of the student, and make detailed criticism with red ink. These copies are returned on the following day. The corrections often suggest certain additional drills which may frequently take the place of the routine drills.

When the beginner has worked out successfully the Speed Study drills, he is required to make out a budget by handing in a page a day, which is filed away till all the lessons

are finished. The budget is then returned to the student. He is now usually far enough advanced in the Manual to do intelligent work on the O. G. A. copy, so that's next in order. I mention the work of the beginner for the reason that it is the foundation on which the O. G. A. work is built.

In training on the O. G. A. copy, I "ring in" as many changes as possible—many of which are simply your own suggestions as given in the *American Shorthand Teacher*. For instance: On successive days we will specialize on grouped words—the direct oval words, the reverse oval words, the hook words, the blend words, etc.; we will pick words to pieces and put them together again; I will dictate a sentence or a paragraph, or perhaps the whole article—anything to make the student see what there is to see, and to write it easily and correctly.

Of course, during the winter months, it is the Contest Copy, first, last and always. Occasionally, just to avoid going stale, we will work on something else—but not very often. So that when the final day comes and we solemnly "sign, seal, and deliver" our precious documents, we feel that if nothing should come to us in the way of pins or prizes, it has been worth our while; for we have improved!

Teacher Certificate Winners

O. A. T.

W. Stanley Bull, Newport News, Va.
C. W. Rhoads, Shreveport, La.

Competent Typist

Wm. P. Koopp, Tucson High School, Tucson, Ariz. (82.5 net words, 1 error)
Effie Belle Davis, Delhi, N. Y. (83.6 net words, 4 errors)

Complete Theory

M. Louise Hayden, Northbridge High School, Whitinsville, Mass.

Transcription Test

60 Words a Minute

Eva Newton, Bismarck Business College, Bismarck, N. Dak.

80 Words a Minute

Martha E. Bowen, Wilby High School, Waterbury, Conn.
Mrs. Edith P. Crosswhite, Littleford High School, Cincinnati, Ohio

Bronze Medal

125-Words

Mrs. J. P. Peterson, Humboldt Business College, Minneapolis, Minn.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Do You Plead Guilty?

THE other day I put the question, "What do you consider the most pressing need in the shorthand teaching profession at present," to a man who has had an unusual opportunity to form an accurate opinion of just what is the most pressing need. Moreover, he has acquired the reputation of being a hard-boiled logician (mainly, I shall venture to say, *sub rosa*) because he has a flair for cannily shifting what might be termed the "debatory angle of incidence" so as to divert the line of thought into a new channel—which, in plain language, means being sufficiently "different" to be either refreshing or challenging.

This is more important than at first appears. No less a thinker (if poets and dramatists may be thus classified) than John Drinkwater recently said, with considerable truth, in a speech that he made in London, that Americans—meaning, of course, the intelligentsia, of which you and I are indubitably shining members—were rapidly becoming "intellectually standardized." Anything, therefore, that keeps this process from getting a strangle hold is desirable. Our friend's penchant for wishing to start an argument thus has its advantages. But to get back to the subject, his answer was characteristic, and was as follows:

TEACHERS WHO CAN WRITE SHORTHAND

Now this is a shocking arraignment, by implication, if not specifically. While recovering from the shock I suffered from this unexpected and amazing answer, it occurred to me that this never would do as a subject for an editorial (which was the real object of my quest). I countered with a second question, "What do you consider the *second* most pressing need?" The reply was, "That teachers learn to *teach* shorthand." Clearly, I was not getting very far. I was jumping out of the frying pan into the fire, so to speak. My friend was in a diabolically iconoclastic frame of mind. Income taxes or something equally dreadful was boring into his soul.

Nevertheless, I put these two suggestions down on paper to let them simmer, metaphorically speaking.

At first rejected as useless and absolutely too unconventional to be considered, further thought convinced me that there was a germ of truth in both answers that offered possibilities. Up to this time I had thought that *all* shorthand teachers *wrote* shorthand, and that most of them could *teach* the subject. Certainly, not all of the young people who emerge from the business schools with signed and sealed diplomas taught themselves! But when my mind ran back over past experience with specimens of teachers' writing, and I recalled the visions of the numerous "keys" of shorthand books and of plates in the magazines that I had seen, and which add to the complexity of publishers' existence, I revised my estimate of the number that actually do write it—or at least read it.

The first most pressing need will give us sufficient food for this discussion. Why should the criticism that shorthand teachers cannot *write* shorthand be leveled at them at this stage in our progress toward the more effective teaching of the subject? Ordinarily, we should say that the observations quoted were based on a few flagrant examples of weakness in these respects. But I fear this is not so. How many teachers actually use shorthand for an all-purpose tool where their own personal writing or memorandums are concerned? Very few indeed. We know all the stock arguments against it. Typewriting or longhand can be read by anyone; shorthand can be read by a comparatively restricted class—and so on. The truth of the matter is that most of those who teach shorthand treat it from a purely theoretical point of view. They completely detach themselves from it the moment they leave the classroom—and some of them even before that. They expect students to use it in a practical way, but they do not set an example themselves.

Woodrow Wilson wrote shorthand in an ideal way, as an instrument of personal

utility. In preparing speeches or writing any of his state papers, he sketched out his thoughts in all their pristine freshness and purity as they came to him, we are told. These shorthand notes he afterwards transcribed on the typewriter, or dictated to his Gregg shorthand writer, making such changes as he wished.

Unless teachers use shorthand and let their students see that they are making practical use of it every day as a substitute for long-hand, in addition to giving instruction in it, they create a false impression. They lose a great opportunity, not only of becoming more expert in the writing of shorthand, but of creating confidence on the part of students that will have a tremendous influence on their work.

To my way of thinking, every teacher of shorthand, whether actually engaged in teaching it now or contemplating it, should have several objectives as his or her goal:

1. To learn to write shorthand artistically in a theoretically correct way.
2. To be able to read shorthand rapidly and accurately without hesitation.
3. To use it as much as possible.
4. To acquire a good blackboard style.
5. To use shorthand illustrations as much as possible as a substitute for talk.
6. To acquire a speed in writing that will be an inspiration to the students.

Shorthand is a subject that can be taught more effectively by example than otherwise. Students are imitative. If the teacher has a professional style of writing—one that indicates a practice that has reduced it to the automatic—his students will naturally acquire such a style.

The teacher who makes such a hobby of his shorthand that he cannot teach without a piece of chalk in his hand leads his students instead of driving them. He practices what he preaches.

School News

MR. M. P. SHERMAN, head of Commerce, Armijo Union High School, Suisun-Fairfield, California, has just been appointed by Dean F. W. Tranter to conduct the courses in commerce during the Summer Session of the University of Nevada.

Mr. Sherman is well known in northern California, having been recently elected treasurer of the Northern California Commercial Teachers' Association.

Report of N. C. T. F. Convention

(Continued from page 238)

Mr. Porter's address was discussed briefly by Mr. W. M. Dowden, Lansing Business University, Lansing, Michigan. Said Mr. Dowden, "The law of selection from the viewpoint of business indicates a necessity today in preparing this generation to run our business tomorrow.

Leadership Development, the New Trend

"Our recent president, Doctor Little, of the University of Michigan, in one of his late addresses advocated the need of young men and women as students who are capable of leadership development.

"Social position or financial favors should not take precedence in our educational institutions, if the country's progress is to be maintained, or for any hope of expansion. We may all welcome the capable and determined student. This trend should be encouraged in order to eliminate the unfit, thus conserving the time of the faculty in a useless effort of training an abstract personality.

"Our natural trend personally is our only hope and provision for personal contentment. A new method of approach is at hand; therefore all improvements rest entirely with the problem of the young man and woman, individual types and temperaments. Proper direction of proper talent selected in harmony with the expected vocation is bringing greater results. Citizenship is the outgrowth of selected harmonizing vocation. Generally speaking, misdirected energy is a liability from the interpretation of Edmond Burke as he has advised us. He says, 'Citizenship is a contract with the great dead, the living, and the unborn.'

"The percentage of leadership in citizenship is measured on the basis of intellectual fitness. Commercial schools ultimately will be obliged to eliminate the obsolete methods heretofore considered as up-to-date and progressive. The old regime is passing and cannot measure up to a true value of citizenship, leadership, directorship, nor can it be responsible for social developments.

Make Intelligent Citizens, Not Mere Machines

"The commercial school is something more today than teaching shorthand, typing, and mere bookkeeping. It is classifying, molding, and fitting, and placing intelligent men and women into progressive, organized undertakings.

(Continued on page 256)

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

Leadership is the quality of the individual. It is the individual alone who can function in the world of intellect and in the field of leadership. If a democracy is to secure its authorities in morals, religion, and statesmanship, it must stimulate leadership from its own mass. Human leadership cannot be replenished by selection like queen bees, by divine right or bureaucracies, but by free rise of ability, character, and intelligence.—*Herbert Hoover.* (72)

Selling the Squeal

By Harry Botsford in "Business"

Time was when we used to admit that the packer was a first-rate commercial genius. We smiled when he said that he sold every part of the pig but the squeal. Today, however, one finds instances where a demand has been found for things almost as "worthless" as squeals.⁹⁰

A concern manufacturing trimming and binding tape—faced a problem in finding a plan of disposing of the odds and ends. Technically they were junk,⁷⁸ but actually they were clean and many-colored.

Then someone in the organization hit upon the happy idea of weaving the odds and ends into small rugs and into covers for cushions. Instead of offering these—the supply, of course, was limited—to the dry goods trade, the manufacturers decided¹²⁰ to offer them only to consumers of tape and trimming. In each package of goods they enclosed a coupon describing the rugs and cushion covers¹³⁰ and explaining that for ten coupons and a small sum of money the factory would send a rug or a cushion-cover. The plan makes¹⁷⁸ friends; it holds customers. And it turns a loss—a waste—into a profit.

Changes in public customs—or sometimes in laws—often threaten a business with loss. Look at prohibition! But when a business meets the revolution half-way, and by brain-work, turns loss into a gain—then²²⁰ we see another instance of selling the squeal. Look at yeast!

Certain causes within the past decade almost knocked the yeast business for a row²⁰⁰ of red figures. Certain other causes brought it back to the level of high profits. The man

on the street has learned to eat yeast,²⁷⁸ raw. Progressive farmers are feeding it to their cattle.

Consider the tea business. It's crowded and highly competitive. But one concern attained a marked leadership³⁰⁰ in the field by selling the squeal—that is, almost the squeal. Instead of selling package tea for the home they devised and made popular³²⁰ the "tea ball" made of the tiny bud leaves at the top of the plant—the flowery orange pekoe. They contended to the housewife that³⁰⁰ bulk tea was wasteful and that the tea ball was economical. And the idea "went over."

Manufacturers of plate glass used to wonder what to³⁷⁸ do with the remnants. Advertising and sales efforts, intelligently applied, solved the problem. Today the smaller pieces of plate glass are being used for a³⁰⁰ multitude of purposes—for desk and table tops, push-plates on doors, cabinet shelves, windows in automobile tops. What used to be waste now helps³²⁰ swell the volume of sales.

The fine art of imagination in business! There's the concern that is teaching the public how to build swimming pools.⁴⁰⁰ More swimming pools—more swimmers. The company makes bathing suits.

Buying habits are formed sometimes before a producer can blink; and when this happens the⁴⁷⁸ manufacturer doesn't know whether he is selling the squeal or a ham! Take the matter of floors. It wasn't so long ago that fashion demanded⁴⁰⁰ carpets. Then public taste swung to rugs; and the populace discovered that houses have floors. Floors need wax and the demand for wax—not to⁵²⁰ mention long-handled dust mops—created new factories. Then came a new trend—to linoleum. Linoleum, dressed up and rechristened, moved out of the kitchen.⁶⁰⁰ What of the makers of floor wax? They broadened their market by bringing out a new kind of wax for touching up the linoleum.

A⁶⁷⁸ market is no greater than the imagination of the producer and seller of the product. Consider breakfast foods. A leading concern in the field, unwilling⁶⁰⁰ to limit itself to making a product that was consumed only at breakfast time, offered prizes for recipes—involving the product, of course—for cakes,⁷²⁰ puddings, and general cookery. Did the plan work? Housewives discovered possibilities that the manufacturers hadn't dreamed of.

A trunk manufacturer, so I am told, didn't⁸⁰⁰ know what to do with small pieces of veneer. The stuff was too expensive to burn. A bright young man suggested that the pieces

be^{ms} used to make disc wheels for automobiles. Vener disc wheels are common today and appear to be standing the test of service. (697)

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Obstacles, properly handled, become opportunities. (5)

Saving Means Success

If you want to succeed, save. . . . I consider it to be almost the greatest element in making for a young man's success. In the firstst place, it creates determination. This is at the start. Then it develops steady purpose; then sustained energy. Soon it produces alert, discriminatintg intelligence.—*Marshall Field* (50)

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"Living costs more in these days—but it is worth more to live." (3)

Lesson Nine

Sentences

We receive large quantities of coal from that territory every winter. Kindly mail us your check or a draft immediately. A government official will be^{be} here tomorrow to take charge of all details. If you wish to return any of these goods, we will give you credit for them. His^{his} new office is not far from his house. His experience in this line of work will be of great assistance to the doctor in treating^{ts} this case. You will oblige us by acknowledging these papers and returning them to us immediately for our files. If there is no change inⁱⁿ the market, we will ship the goods tomorrow. We think it is important that you put in these improvements soon. His work was satisfactory inⁱⁿ every respect. You will use the typewriter a great many times in your office work. We will file the list for future reference. The clerk^{clerk} will point out the advantages of his new selling plan. If you will agree to send us a car every week, we will give you^{you} our order immediately. It is our opinion that this case will not occupy much time, and it may go to the jury tomorrow. (198)

Lesson Ten

Words

Acknowledged, avoided, carried, educated, remarked, remitted, satisfied, abbreviated, accustomed, apologized, celebrated, entitled, objector, keeper, finder, follower, teacher, user, outnumber, seven dollars, four o'clock, two hundred²⁰⁰ dollars, three thousand dollars, four

hundred thousand, two hundred feet, \$3.25, fourteen cents, 3 per cent, 4 per cent per annum,^{an} cleared, delivered, duplicated, duplicator, governed, marketed, moderated, ordered, pointer, wired, regretted, pleased, former, outfitter, outsider, calculated, checked, neglected, charged, observatory, doubted, co-operated, cured, delighted, discounted, caterer,^{er} flatterer, seven hundred, eight million dollars. (81)

Sentences

It is the general opinion of the customers that the price is too high. His financial affairs are somewhat involved. This celebrated traveler will be^{be} the speaker at the meeting of our association on the afternoon of February 15, at 4 o'clock. There were various charges in the bill which^{ch} the clerk neglected to copy. He relinquished all claim against us several months since. We will coöperate with you in every way possible. We shall^{sh} invite the head of the Power Company to preside at the next meeting of the Trade Conference. The teacher stated that the collector was entitled^{ent} to greater consideration. The finder of the watch did not return it to the celebrated actor. (116)

Lesson Eleven

Words

To prepare, to face, to view, to refer, as late as, I had been able, we have been able, early remittance, we hope to see,^{se} I do not care, I don't care, we don't know, it wasn't, I want to see, experience of the clerk, song after song, glad to^{to} say, wish to have, in order to be, Dear Miss, Dear Friend, yours cordially, to play, to become, to fasten, to object, to return, to^{to} let, as quick as, I shall be able, I am sorry to know, we hope to receive, we had not been able, who had been,^{been} he will not be able, they have been able, they don't know, we do not believe, you don't think, I do not know, glad to^{to} have, we want to know, ought to find, I wish to say, one of these, several months ago, in order to prepare, for a few^{few} minutes, copy of the order, discount of the bill, owner of the house, meeting of the association, Yours very respectfully. (170)

Sentences

We should be glad to have a letter from you in regard to the goods which we sent you several months ago. I don't believe^{be} that I shall be able to give you a report by the end of the week. If you want any details of the work, you^{you} will have to call at the office of the corporation today or tomorrow. There has been more or less difference of opinion on this question.^{on} We ought to receive a report about the credit of the firm in a few days. I wish to say that I cannot agree to^{to} such a plan at this time. I would like to see every member of the association at our meeting in July. I am sorry to^{to} learn that you

will not be able to represent us next year. In answer to your letter we are sorry to say that the car¹⁰⁰ you desire is out of stock, but we shall be able to fill your order the last of this month. Day after day we received¹¹⁸ the same report from the school.(181)

Lesson Twelve

Words

Tedious, odious, drum, shrunk, trunk, re-join, beginners, deplete, deprave, rehearse, relapse, remorse, dismiss, disgrace, province, foliage, marriage, notation, modest, herald, fastidious, violence, tunic, cunning, clumsy,³⁵ stung, sundry, refine, began, drainage, retard, disown, recount, relax, disband, procession, pervade, perceptive, pronoun, tonnage, bandage, percentage, thrush, clutch, erudition, cognition, rotation, we admire, molest,³⁰ compact.(51)

Sentences

At the next recitation we shall discuss the foundation for speed and accuracy. Mr. Fields advocates the repeal of this law. It is probable that²⁸ there will be a great demand for tickets for the benefit performance. We do not see his purpose in persisting in such demands. The manufacturers⁹⁰ passed a resolution to coöperate with the dealers for the purpose of food conservation. A number of his business ventures have been failures. We dislike⁷⁸ this training project. You must admire him for his skill if for nothing else. Our baggage consisted of a number of large trunks. The little¹⁰⁰ boy was modest but very cunning.(106)



Students should remember always that shorthand notes that can not be read are worthless.(14)

The Voice of the Lobster

By Elaine Barkway

Merced, California

Turtle's head, beginning with ear: will-well, go-good; you can, be-but-by, unsuspicious, untransacted, believe-belief, is-his, put, good-go, for, following, show, but-by-be, gone, more-am, our-hour-are, he, use, change-which, support, he, can, if, his-is, it, question, well-will.

Tears: ye, yea.

Feet: belief-believe, exist, is-his, our-hour-are; by-but-be, instant, put: some, soon-is not, new, relinquish, when; rather, is, his, is, light, Catholic, numerous, real-regard, congress; above, fully, will-well, touch-teach, for; if you have, regard-real.

Flappers: take, quick, gave, you-your, much, linen, tranquil, wire, wife, satisfaction, husband: animal, can, this is, season.

Shell: egg, regular, get, any-knee, organize-organization, rogue, coal, goal, tug-together, act, acme, eagle, maim, than, them: really, tyranny, arena, narrate, marine, tyr-anny, train, rainy, tray, ark, rainy, *period*; shipment, many, god, glad, ready, in-not, should, have been, on the, work; which, practice, in-not, among; not-in, man, to care.

Lobster's Feelers: on, organize-organiza-tion, body, ask, soon-is not, on, glad, glad, am-more; it is, dear sir, you have; in our, inclose, any, number, got, next; cover, every, if.

Body: superficial, Tuesday morning, exist, thoroughly-three, season, ask; highly, them; he, for, have, every, come, use, underneath, am-more; I, circus, not-in, no, good; let-ter, little, shorthand, nail, it is, letter-let, answer; regard-real, of, road, means, any, lead, them, year, to see, return, gentlemen: thoroughly-three, please, enter into, and, in-closed, not-in, Sunday morning, Monday morning, them.

Pincers: bill, railroad, you can, consider, gone, inclusion, given, care, eagle, school, work, suspicion, skill; year, where allow-I will, seasons, thoroughly understood, make; hydrant, overcome, book; put, railroad, reply, new, knee-any, ask, upon, ship; yea, so-ciety, of.

Easy

Dictation Exercises

in Simple Language for the Use of Beginners in Shorthand

(Continued from the February issue)

Exercise 9

Of course if you apply yourself to the learning and application of your system until you reach a point where you can be quite sure²⁸ of your speed and your skill in reading what you write—both of which skills you can acquire by simply going straight to your goal⁶⁰ step by step—you are in a fine position to combat the arguments of those who would make out that their system is the best.⁷⁸ You can quietly say, "Let us have a friendly tilt with the pens. That is a practical way of deciding the respective merits of our¹⁰⁰ systems." Being able to do a thing well carries with it a source of great satisfaction, and it will be well worth your while to¹²⁸ acquire a skill that you are willing to pit against others—and successfully.

Within the past few years a great change has taken place in¹⁰⁰ the public mind with regard to the real scope and mission of swift writing, and the extent to which it can be made use of⁷⁸ as an aid to business. Down to the year of our first great Exhibition,

which was held in Philadelphia in 1876, it²⁰⁰ was not much used in that way. Whenever people thought or spoke at all about shorthand, and the taking of speeches and sermons, the small²⁰⁰ body of able men who wrote and read the magic strokes was at once uppermost in their minds. They knew nothing of the wide use²⁰⁰ to which it was destined soon to be applied as we know it now. Very many, indeed, were able to write shorthand who had no²⁷⁵ thought or hope of making money by its use. Some kept their diaries in it, or wrote letters to friends by means of it; and³⁰⁰ many of those persons had either a dim notion or a firm faith that it would one day largely take the place of our common²⁰⁰ longhand. But to extend the use of shorthand on such a universal scale as was visioned by these men and women is a matter of³⁰⁰ slow growth. (352)

Exercise 10

People in the mass do not overnight drop habits of thought and action that have grown up through the years. Many of those who are²⁰⁰ now looking forward with clear vision see that some day in the not very far distant future shorthand may be used as a personal accomplishment³⁰⁰ by nearly everyone.

The advent of the writing machine helped to clear our vision as to the future of shorthand. The two arts working together²⁷⁵ have opened up a wide field of industry, have furnished employment to a small army of educated persons, both boys and girls, and have been³⁰⁰ of immense benefit to employers as well as to the employed.

The vast increase in the number of letters carried by mail of late years¹²⁵ is also, without doubt, largely the outcome of the general awakening of business men and others to the great importance of the agencies to which³⁰⁰ we have just referred. This is only one field for the use of the art which you are now learning. The public schools will soon²⁷⁵ turn their attention to teaching shorthand as a necessary part of the training of every individual because of the advantages it offers. We may look³⁰⁰ forward hopefully to the day when we shall be able to correspond with our friends in shorthand and use shorthand much as we now use²⁰⁰ longhand for our own personal work. Think what a boon that would be to us all!

In order to become both a rapid and correct³⁰⁰ writer, certain qualities of mind and hand are required, which it is not the good fortune of every one to possess, although they may be²⁷⁵ cultivated to some extent. One of these good qualities is decision of character.

Once on a time—it is now many years ago—I was³⁰⁰ asked by a man who was an expert in the making of garden rustic work, and who had made a contract for a big job²⁰⁰ of the kind, to go with him some fifteen miles distant, where, as he had been informed, those crooked, twisted and gnarled branches and roots³⁰⁰ which he so much prized, could be found. (358)

Exercise 11

Arrived on the spot, great was my chagrin to find, so far as I could see, only the most ordinary trees, no better, no worse,²⁰⁰ than we could have found ten miles nearer home. Not so, Decimus; for that was the man's name, he having been, as he explained, the²⁰⁰ tenth son in the family. Taking his little hatchet in his hand (as the father of our country once did) with the eye of an²⁷⁵ artist, and without the slightest hesitation—"here is a handsome arm for a chair," he would say, "There is a splendid back for a settee,"³⁰⁰ and so on, suiting the action to the word, and cutting and slashing as he went from tree to tree, so that in a very¹²⁵ short time we had a whole truck load of things, so crooked and perverse that it was no easy matter to pack them. The work³⁰⁰ of Decimus that winter morning was the most striking example of quick perception combined with decision of character that has ever come under my notice.¹⁷⁵

So it is with the first-class note taker. Striking into the tangled forest of words of which the English tongue is composed, he never³⁰⁰ hesitates, and never fails to get both the words and the sense of what is spoken. Many words may be new, but the reporter is²⁰⁰ master of his business, keeps cool, and never has any trouble in selecting the most expressive form for each word he meets whether it be³⁰⁰ new or old.

Shorthand, with its "principles," its circles and hooks, its straight lines and curved lines, its different motions in writing may be said²⁷⁵ to resemble, in a measure, the inside works and workings of a watch or clock; while the clean-cut figures of the dial, the orderly³⁰⁰ arrangement of the marks for the hours, minutes, and seconds, the steady and onward motion of the "hands," the handsome case and what not, all³⁰⁰ remind us of an article that widens the usefulness of shorthand; namely, the typewriter. (339)

Exercise 12

Now, as you very well know, watches and clocks are made in various ways, and assume hundreds of different shapes. Some operate on this plan,²⁰⁰ some on that. Their construction and mechanism are all more or less a mystery to the average man. Few of us take sufficient interest in²⁰⁰ the matter, or give to it the necessary time or study to enable us to understand clearly the "true inwardness" of the works of a²⁷⁵ watch, because such knowledge would not help us at all in using it, but all of us are interested in the dial-plate, and know³⁰⁰ something of the comfort, even the necessity, of having a good timekeeper.

It is just so with the active man of business. As a rule,¹²⁵ he knows little or nothing about shorthand, and has neither the time nor the disposition to examine it minutely; in short, it is all "Greek"²⁷⁵ to him; but he does know a well-written letter, just as he

knows a good timekeeper, and, depend upon it, he means to have¹⁷⁵ both. He pays his money and he takes his choice.

It is a well-known fact that with years of constant practice the act of¹⁸⁰ writing shorthand becomes a mechanical feat, except for the new words that occur in almost any kind of dictation or speeches; hence the great importance,¹⁸⁵ especially to those of you who mean to make a life business of it, of making an effort to write with skill and precision so¹⁹⁰ that correct habits of writing become natural; for, as all experience shows, it is very difficult to make changes after bad habits have been once¹⁹⁵ acquired. At least, it is far easier to form correct habits in the first place, for then nothing has to be unlearned; you build on²⁰⁰ a solid foundation and your progress toward speed and accuracy is certain. An old shorthand reporter bluntly puts it: "It is hard to teach an²⁰⁵ old dog new tricks," and so it is. A few hints may serve to help you avoid some of the pitfalls that otherwise would be²¹⁰ sure to hinder your advance toward a successful goal.(359)



The road to success is open to all, but too many want to arrive there without the trouble of going.(20)



Take things as they come, but remember there are some things it will pay you to go after.(18)



A little dissatisfaction with your past results is a good thing to stimulate greater activity for future results.(18)

Key to January O. G. A. Test

It is a well-known fact that with years of constant practice the act of writing shorthand becomes a mechanical operation, except for the new¹⁷⁵ words that continually crop up in dictation; hence the great importance, especially to those of you who mean to make a life business of it,¹⁸⁰ of endeavoring to write with skill and precision so that correct habits become fixed; for, as all experience shows, it is very difficult to make¹⁸⁵ improvements after bad habits have been acquired. At least, it is far easier to acquire correct habits in the first place, for then nothing has¹⁹⁰ to be unlearned; you build on a solid foundation and your progress toward speed and accuracy is certain. An old shorthand reporter bluntly puts it:¹⁹⁵ "It is hard to teach an old dog new tricks," and so it is. A few hints may serve to help you avoid some of²⁰⁰ the pitfalls that otherwise would be sure to retard your movement toward a successful goal.(165)

How Sugar is Made

From a National Geographic News Bulletin

When the price of sugar fluctuates every American home is affected.

The process by which this universally used commodity is obtained from sugar cane is¹⁷⁵ described by William Joseph Showalter, in an article in *The National Geographic Magazine*, which follows, in part:

"In harvesting, the cane-cutters first strip the¹⁸⁰ blades from the stalk; then they cut off the upper part of the latter, which is worthless except for replanting, since whatever juice it contains¹⁸⁵ possesses very little sugar. One of the strange things about sugar-cane is that the sap of the growing plant has little sugar, while in¹⁹⁰ the mature stalk the juice is rich in sucrose. The action of the sun's rays seems to transform glucose into sucrose—a transformation that cannot¹⁹⁵ be accomplished by human means.

"The main body of the stalk is cut down and loaded into the ox-carts. In these it is hauled²⁰⁰ to the field station and placed in the waiting cars. Each car contains about twenty tons, and each train is made up of thirty cars.²⁰⁵ This makes six hundred tons of cane to the trainload, and eight to ten trainloads a day are required to keep one of the bigger²¹⁰ centrals in operation for twenty-four hours.

"When the cane reaches the mill in the most modern plants, the cars are run, one by one,²¹⁵ into a cradle and made fast thereto. A button is pressed and the cradle rocks over on one side. The side of the car swings²²⁰ loose and the load rolls out into a deep trench, at the bottom of which is an endless steel belt.

"On this belt the cane²²⁵ is carried up to the crushing rolls. A man stands before a keyboard and by pressing the several electric buttons thereon regulates the flow through²³⁰ the crusher, which disrupts all the little sap cells and releases a great stream of foamy juice. Then the crushed cane is sent through sets²³⁵ of rollers, each time under heavy pressure.

"Each set of rolls the cane passes through presses it harder than the one before. The last set²⁴⁰ may exert a pressure of a million pounds, and when the 'bagasse,' as the crushed cane is called, issues from them it is almost as²⁴⁵ dry as tinder. It is carried by conveyors to the fire-boxes of the boilers, where it is used as fuel in generating the steam²⁵⁰ that drives the big mills and boils the cane juice. The stream of crushed cane flows through the last set of rolls at a speed²⁵⁵ of seven miles a day.

"Imagine big gear-wheels fourteen feet in diameter, with cogs sixteen inches long, three inches deep, and two inches thick²⁶⁰ on their face. Such are the trains of gears that transmit the power from the engines to the rolls.

"After the juice is pressed out²⁶⁵ of the cane it is thoroughly strained and pumped into big



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6 Whitney Ave., Beverly, Mass.

tanks at the top of the building, where a milk-of-lime solution—in⁹⁹ other words, plain whitewash—is added.

"The mixture is then heated to a degree just above the boiling point. The lime neutralizes the acid in⁹⁸ the juice and finds affinities in some of the foreign substances. It pulls these to the bottom and plays the same role of purifier in⁹⁹ the making of sugar that it plays in the making of iron. The heat causes the other impurities to rise to the surface as scum,⁹⁸ so that when this preliminary process is completed in the big settling tanks there is a top layer of froth, a middle layer of clear⁹⁹ juice, and a bottom layer of mud-like solid material.

"The clear juice is drawn off and passes through filters of excelsior. It is then⁹⁹ pumped to the evaporators, where about half of the water is boiled out of it.

"In the more modern factories there is a chain of⁹⁹ four evaporators working together. We all learn in our school days that the lighter the air pressure, the lower the temperature at which liquids boil.⁹⁸ The sugar manufacturer makes use of that principle in his factory. By means of air pumps he reduces the atmospheric pressure in each evaporator to⁹⁹ a point below that of the preceding one.

"The steam that boils the juice in the first evaporator must have a temperature of⁹⁸ 215 degrees Fahrenheit. When this steam falls below that temperature it passes into the coils of the second evaporator, where the air pressure is⁹⁹ so reduced that the partially cooled steam makes the liquid boil at 203 degrees. After it falls below that point the steam⁹⁸ passes on to the third evaporator, where, with a still further reduced air pressure, it is able to keep the syrup boiling until it falls⁹⁹ below 180 degrees. The fourth evaporator has the air pressure reduced to a practical vacuum.

"The steam that has lost so much⁹⁹ of its heat as to be unable to maintain the boiling-point in the third is nevertheless hot enough to keep the juice boiling in⁹⁹ the fourth. Here only 150 degrees of heat is needed to maintain the boiling pressure. By this arrangement the juice is boiled⁹⁸ to the proper consistency with only one-fourth of the heat otherwise required.

"The next step in the making of sugar is to draw the thick⁹⁹ juice into vacuum pans. Here it comes into contact with hot steam coils and boils at a very low temperature because of the absence⁹⁹ of atmospheric pressure. As the boiling proceeds, the sugar crystallizes into small grains. The man in charge of a big vacuum pan is known as⁹⁹ the sugar master. From time to time he adds fresh juice, and its sugar gradually settles on the crystals already formed, which thus are made⁹⁸ to grow larger.

"Finally, the vacuum pan becomes full of sugar and mother syrup. That sugar and the adhering syrup are then removed to a⁹⁹ centrifugal machine that acts somewhat on the principle of a cream separator. Placed inside a perforated basket and whirled around at from one thousand to⁹⁹ fourteen hundred

revolutions a minute, all of the syrup is forced out through the perforations, while the crystallized sugar remains behind.

"This syrup⁹⁹ is boiled again, after which it goes to the crystallizer, a huge revolving tank, in which a seed bed of crystals from the vacuum pan⁹⁸ has been prepared. There it gradually deposits its sweetness on these crystals, and, when it has given up all that is worth waiting for, the⁹⁹ mixture goes back to the centrifugal machines, where its adhering syrup is hurled out from this second lot of crystals. The process is repeated again,⁹⁸ and by this time all the available sweetness has been extracted, and the remaining liquor is the 'blackstrap' molasses of commerce.

"The principle of producing⁹⁹ sugar is embodied in the fact that water can hold only a given amount of sucrose in solution. As the water is driven out of⁹⁸ the cane juice the latter finally reaches a stage where there is not enough left to hold all the sugar dissolved, and as evaporation proceeds,⁹⁹ the sugar, deprived of its water, is compelled to pass out of solution into crystal form." (1216)

"Wanted—A Man"

From the "San Jose Mercury-Herald"

There is a standing advertisement outside the door of every profession, occupation and calling. It reads, "Wanted—A Man." Millions are out of work in⁹⁸ every line of trade. Thousands of pulpits stand idle while church committees comb the country looking for candidates. Yet thousands of preachers are idle waiting⁹⁹ for a call. Lawyers and physicians are numerous, yet good men in these professions are being sought in vain to fill man-sized commissions. In⁹⁸ industry great positions offering fabulous salaries go begging for the man to fill them acceptably.

Diogenes with his lantern sought at noon-tide for an honest⁹⁹ man, and cried to those who crowded around him, "I called for men, not pygmies." The same cry resounds through the world today. There is⁹⁹ room, even in the most crowded fields of endeavor for a man. The supply does not begin to meet the demand.

Men are wanted of⁹⁹ outstanding personality and conviction. Men are wanted with initiative and insight, a fresh imagination and a ready wit.

Men are wanted who are bigger than⁹⁸ their jobs, broader than their callings, whose value upon their occupation is not the capacity of that job to give them a living.

Men are⁹⁹ wanted who are poised and balanced. Not men who are cursed with some little defect and weakness that blights their larger usefulness. Men are wanted⁹⁸ who are not lopsided and possessed of one-way minds.

Men are wanted who are educated all around, with steady nerve, active brain, skillful hands,⁹⁹ generous spirit and whose native

gift it is to mix with their fellow-men. Men are wanted who can season theory with plain common sense.⁷⁷

Applicants may apply anywhere. The field is the world. (284)

A Police Court Case

(Continued from the February issue)

Q^m Were you ever arrested at any time?

A Never in my life.

Q Were you ever intoxicated or arrested for being intoxicated? A No, sir.⁸⁰

MR. SANER: That is all.

CROSS EXAMINATION

By MR. BECK

Q About what time did this accident take place?

A Well, I should judge around⁸⁸ twelve o'clock.

Q Twelve o'clock Saturday night?

A Yes, sir.

Q Where had you been previous to that?

A Just taking my friend home.

Q⁹⁰ Where? A On Hager Avenue.

Q What number? A 1326.

Q How far away was that?

A I should judge⁹¹ about ten blocks.

Q Ten blocks? A Eight or ten blocks.

Q Did you have anything to drink over at your friend's house? A I⁹² had coffee.

Q Did you have any wine? A No, sir.

Q No whiskey or anything? A No, sir.

Q How long had you been⁹³ at your friend's house? A About two hours, I guess.

Q Where were you before that?

A We were to an outing in the afternoon.⁹⁴

Q Where? A Out in Oak Park.

Q What did you do there?

A Just an outing, a barbecue.

Q Did you have anything to⁹⁵ drink there?

A Nothing that I saw, outside of just what they call near-beer.

Q Near-beer? A Near-beer.

Q Do you know⁹⁶ whether or not there was any ether in the near-beer, or anything to make you dopey?

A I didn't have any of it. I⁹⁷ don't know.

Q Did you drink any of this near-beer?

A No, sir.

Q Not even one glass? A Not even one glass.

Q⁹⁸ Did your friends drink any of it?

A I don't know. I did not see them.

MR. BECK: That is all.

REDIRECT EXAMINATION

By MR.⁹⁹ SANER

Q You did not go to the outing with them, did you? A No.

Q You met them out there? A Yes, sir.

MR.¹⁰⁰ OLSON: Mr. State's Attorney, may I ask a few questions?

MR. BECK: Surely.

CROSS EXAMINATION

By MR. OLSON

Q Mr. Miller, how long were you¹⁰¹ at this barbecue in the afternoon?

A About four and one-half hours.

Q Did you see any liquor around there?

A No, sir.

Q¹⁰² While you were there? A No, sir.

(To be continued next month)

We need not worry about the fact that the mill will never grind with the water that has passed if we make it do good¹⁰³ work in passing. (28)

There's no such thing as a "little thing" in business. (10)

Invest that time spent in brooding over criticism in thinking up a way to remove the cause. (17)

"It is well to put off until tomorrow what you ought not to do at all." (16)

Business Letters

Letters to Large Users

(From Gardner's Constructive Dictation, page 238, letters 2, 3, and 20)

Dear Sir:

At the end of last month you had less money than you expected. How do you account for this? Where did it go?¹⁰⁴

You know how much you are spending for such things as rent, taxes, light, heat, and clerk hire. But you do not know how much¹⁰⁵ you are losing through carelessness, mistakes, poor memory, and temptation.

A National Cash Register will keep track of your money. You will know where your¹⁰⁶ money goes.

It will enforce correct records, showing exactly how much money you take in and how much you pay out and what it is¹⁰⁷ for.

At the end of each month you will have all the money that is rightfully yours. You will get all your profits. Mail the¹⁰⁸ card now and get the details.

Yours very truly, (134)

Dear Sir:

You want to make more money. We can show you how you can do it.

Our registers have been indorsed by more than¹⁰⁹ a million merchants. They have stood the test of thirty-three years in businesses of all sorts and sizes.

An average of¹¹⁰ 11,668 merchants are adopting them every month. They are used

in 291 different kinds of stores, restaurants, cafes, and offices.⁷⁵ Wherever they are used they increase the profits, make employees more valuable to their employers, and attract trade.

It will cost you nothing and place¹⁰⁰ you under no obligation to have us submit our strictly business proposition. You can adopt it or not as you choose. Mail the card for¹²⁵ more information.

Yours very truly, (130)

Mr. A. W. Ellis,
President, A. W. Ellis Mfg. Co.,
Syracuse, New York

Dear Sir:

A new idea on an old subject has just been²⁵ developed in the business world.

This idea has such surprising possibilities that it merits your most serious and personal consideration.

Turn this leaf and you²⁵ will find the whole story in bold-down form.

Yours very truly, (62)

Short Stories in Shorthand

Local Intelligence

A visitor to a country town, talking to a local resident, was criticizing the one paper the town boasted.

"Well," he concluded, "I'll say this²⁵ for the editor—he can be the most sarcastic fellow that ever was when he tries."

"How's that?" asked the other.

"Why, in last week's²⁵ issue the feature entitled 'Local Intelligence' was only about three inches in length." (63)

The Danger

Man (in barber's chair): Be careful not to cut my hair too short; people will take me for my wife (20)

The Man for the Job

"If the President, Vice-President and all the members of the Cabinet should die who would officiate?" asked the teacher. Robert tried hard, but in²⁵ vain, to think of the next in succession until a happy thought struck him. "The undertaker!" he exclaimed. (43)

Telling Tales

The minister was speaking to Helma: "Your Sister Lucy is the eldest? Who comes after her?"

"Oh, a different fellow most every night." (23)

The Woman of It

Street Car Conductor: How old are you, my little girl?

Little Boston Girl: If the corporation doesn't object, I'd prefer to pay full fare and²⁵ to keep my own statistics. (30)

Exceptions to Every Rule

"So you went after the job. I thought you believed that the office should seek the man?"

"I do, but this is a fat job," and I was afraid it might get winded before it reached me." (37)

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Evelyn I. Hler, Richmond High School, Richmond
Rachel M. Woodis, High School, South Royalton

Washington

Roberts Smith, State College of Washington, Pullman
Miss R. G. McMahan, High School, Puyallup
F. H. Bailey, Franklin High School, Seattle
Orpha Henneck, Union High School, Sedro-Woolley
Hilda Mesick, Spangle High School, Spangle
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Gertrude Torgerson, Wausau Business Institute, Wausau

Wyoming

Jane Melton, Laramie High School, Laramie
Rosa Colegrove, University of Wyoming, Laramie

*Report of the N. C. T. F. Convention**(Continued from page 246)*

"The general drift then in education, widely speaking, is the advanced means of getting great returns out of the human elements with which we have to deal. And that is putting a more particular concern into the efforts as directors and teachers, eliminating financial gain, and playing the part of the good Samaritan to establish a life on a basis of directorship, honest work, and fair dealing."

Trend of Collegiate Courses

The discussion on the trend of collegiate courses was initiated by Mr. Frank Moore, president, Rider College, Trenton, who presented a challenge to private schools that aspire to the solution of the current problems in this field.

"If there has ever been a time," said Mr. Moore, "when the private commercial school should be kept thoroughly informed on the rapidly changing conditions in the business, social, and educational world which may vitally impede or contribute to the progress and success of the private commercial schools, that time is now. In my opinion our aims should be not to shorten but materially to lengthen our courses, and one by one add such higher college subjects as accountancy, economics, finance, research, and statistics, organization and management, etc., which will develop breadth of vision and soundness of judgment, coördinately with manual skill to apply and use knowledge. If we can do this, we can then develop a type of ability in our students which is seldom realized."

It was pointed out that private commercial schools entering the field of collegiate courses will necessarily meet obstacles. Some of these are to be reckoned with seriously while others do not present the formidable aspect that a surface examination indicates. Competition, presented by higher institutions empowered to confer degrees, should not, according to Mr. Moore, present a reason for inaction. Continuing, Mr. Moore said, "I want to say that had this kind of reasoning deterred us from the progress we have made, I am satisfied that our attendance, which numbers more than a thousand students, would today have been depleted to less than one-half this number. Just as the application of efficiency to industry has accomplished much to increase production and reduce costs, so when applied to college training, it can be made to accomplish like results."

"To the end that improvements might be made and shortcomings overcome, the methods

and courses prevailing in the higher universities were segregated, analyzed, weighed, the weak and strong features definitely ascertained. In the college-grade courses now being offered by some of the representative commercial schools, there is a development of merit which is commanding the attention of men who are eminent in the field of business administration training."

Athletics in the Private School

The place of athletics in the private school are vigorously upheld by Mr. Charles Beckley, president of Beckley College, Harrisburg, Pennsylvania. As a method of advertising and promotion of school spirit, an athletic organization is more than justified. It was pointed out that the "heroes" developed in the organization were potential advertisements, as the "home paper" recognizes such records as being of "first-page value." Important among the advantages is the promotion of scholarship, coupled with a sane program of developing physical resilience along with mental achievement.

Business and the Private School

Concluding the session, Mr. Willard J. Wheeler, president of Wheeler Business College, Birmingham, Alabama, spoke on the dependence of business upon the private schools. Incident to the preparation for his address, the speaker sought expressions from business leaders of prominence as to what training is most desirable in a prospective employee. While the conclusions varied, the replies in the main were complimentary to a sound business course, to which private commercial schools have dedicated themselves.

As revealed in similar inquiries, the intangible qualities of "right attitude," courtesy, and tact were touched upon as indispensable to the promotion of an individual. The point developed in Mr. Wheeler's discussion amply justified a department within the school where industrial relations might well be given special consideration, for the employer, as the present moment finds him, is making larger demands upon the potential executive. "We must form our system as needed," continued Mr. Wheeler. "We must teach business ethics. Business does depend in a marked degree upon the private business schools. As demands on business are increased, demands on the private schools are advanced correspondingly. And he profits most who serves best."

(To be continued next month)

Typewriting Speed Studies

By Adelaide B. Hakes

Gregg School, Chicago

Now Thoroughly Revised and Enlarged

If your students are too much inclined to practice, and too little inclined to make speed building a matter of study, you should get this new book. Typewriting Speed Studies not only furnishes the material to reach a winning standard, but it revives interest in fundamentals—in study. The student is impressed anew with the importance of concentration, repetition, rhythm, RESULTS. In short, Typewriting Speed Studies is a veritable typewriting gymnasium!

In the revised edition nothing remains save certain material that was too valuable for practice purposes to be discarded, or drills that the author was unable to improve upon. Every drill, every word, every sentence, has been carefully arranged to develop the greatest possible typing skill. Objectives have been pointed out to develop technique and approximate speeds suggested to arouse ambition and competition. Sentences have been originated to intensify the various drills. The test material has been selected not only for copying value, but for its interest and literary worth.

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Second-Finger Exercises	Rhythmic Exercises
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Fourth-Finger Exercises	Four-Minute Tests
Warming-up Exercises	Rhythm Drill
Shifting Exercises	One-Hand Stroking Exercise
Numeral and Character Exercises	Five-Minute Tests
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The Carriage Return	Rhythmic Exercise
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A Code of Ethics for the Commercial Teacher

Adopted by the Southern Commercial Teachers' Association

I, A WORKER in the cause of commercial education, accept the following as a satisfactory guide for my professional conduct and agree as a member of the Southern Association of Commercial Teachers to act in the spirit of the provisions hereinafter set out.

1. The work I am doing is in harmony with the best ideals of my day. My highest duty is to contribute to the sum total of my country's growth the best service I can give.
2. I must help to give a wholesome, moral tone to the institution with which I may be connected, looking after the conduct of my students both while they are in and out of school, and I must assist in maintaining comfortable, clean, healthy and adequate quarters in which to work.
3. I must treat my financial obligations as sacred things and must, therefore, meet them promptly and, in the event of not being able to do so, must explain carefully to my creditors why such payments cannot be made.
4. I hold it beneath my ideals to purposely induce students to leave other schools of whatsoever kind to enter mine and look with disfavor upon any person or institution guilty of such practices.
5. I hold it a duty not only to maintain courses of study that meet my private standards, but that meet the generally accepted standards of the best commercial schools of our country, and to adhere strictly to the maintenance of any standards that the organization to which I belong may set up.
6. I hold it injurious to business education generally for me to indulge in extravagant advertising or to make extravagant claims for the purpose of securing patronage or a position. I, therefore, shall refrain from using superlatives in praise of my institution or my work.
7. I hold that it is unfair, unethical and poor business to sell tuition at a lower rate than that advertised. I look with disfavor upon the reduction of rates as an inducement to get students.
8. I hold it a duty that when a competitor transgresses what I conceive to be accepted ethical practices that, before attacking such a competitor openly, to take the matter up with him either in person or by correspondence in good neighborliness, attempting in every fair way to come to an amicable understanding with him.
9. I hold that it is a dangerous policy to compensate on a commission basis those who may represent my institution in securing patronage.
10. I endorse any legitimate movement that has for its purpose the more nearly standardizing our courses of study and defining the qualifications of the product we are turning out. To this end, I give my support to any committee or organization that will assist us in better understanding each other's work.
11. I hold it a vicious enemy to human character and a blighting influence to institutional growth for individuals or enterprises doing similar work to indulge in destructive criticism of each other. The harmonious relation of private school to private school, of public school to public school and their attitude to each other, are necessary to my growth and their growth. That it is quite as reprehensible for public commercial schools to unfairly attempt to preempt the educational field by enrolling students too young for commercial courses as it is for the private commercial schools to engage in such practices. "Unfair competition embracing all acts characterized by bad faith, deception, fraud or oppression is wasteful, despicable and a public wrong."
12. Public growth depends upon my growth, and my growth depends upon my efforts. To advance, I must take and read the best journals of my profession; attend meetings devoted to my work; enlarge my library and use it; understand the greatness of American business and try to come in contact with it; and if opportunity permits pursue a course of study.
13. I hold it my duty to develop in myself and in my students habits of politeness, sympathy for the weak and unfortunate, an admiration for cultural things of whatsoever kind and to try to acquire and maintain a plus of bodily health.
14. I accept these declarations of professional conduct not as indefinite, impersonal ideals, but as my individual responsibility and guide so long as I am a member of the Southern Commercial Teachers' Association or am in any way promoting directly the cause of commercial education.